

2021 Annual Report

Kempsey High School



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Introduction

The Annual Report for 2021 is provided to the community of Kempsey High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Kempsey High School is committed to increasing the engagement of all children to help them achieve their potential. The goal of improvements to student outcomes includes both academic performance and connections with the school and wider community. Our school focus is targeting the promotion of belonging by building a positive sense of culture and identity; reducing the barriers to learning and fostering student ambitions and expectations.

At Kempsey High School we will ensure that learning is built on and includes local, regional and national cultural knowledge and experience of Aboriginal and Torres Strait Islander peoples and work in partnership with local communities. This will aid our achievement of success for all through building community connectedness and social capital, increasing parent and caregiver engagement with the school, and fostering positive relationships with school staff that will lead to building the capacity of all children in a valued partnership.

Kempsey High School acknowledges the importance of the attraction and retention of quality teachers, with strong cultural understanding & competency. We strive to become a school of choice that provides collaborative professional learning opportunities to ensure sustainable growth in teaching practice so that all students have the essential skills in literacy and numeracy as the foundation for learning. Through the achievement of these goals, it is our aim that all students at Kempsey High School will achieve completion of Year 12 (or equivalent).

School context

Kempsey High School enrolled 478 students in 2021, including 32 students in Supported Learning classes (Yrs 7-12). Aboriginal students make up 192 (42%) of the total cohort, with 89 Year 11 and 12 students completing their final years of study. Kempsey High School serves public education students from across the Macleay Valley, principally those who live north and west of the Macleay River, including those in and around West Kempsey, Frederickton, Willawarrin, and Bellbrook. The school has an ICSEA (Index of Community Socio-Economic Advantage) of 852 and a FOEI (Family Occupation and Education Index) of 149. These indices reflect the financial pressures impacting many of the school's families. In 2019, 74% of families were in the bottom income quartile, and 93% of families were in the bottom half of the four income quartiles. Kempsey High School is one of two public high schools that make up the 17 member Macleay Public Schools.

The Kempsey High School Agriculture programs have the dual aim of building students' knowledge and skills in modern agricultural production methods and building character through teamwork, leadership, and service. The farm is being progressively upgraded and accommodates thirteen student-run enterprises such as beef cattle, pigs, sheep, horses and poultry. Beef Cattle production is particularly strong and students win many ribbons for judging and parading.

A comprehensive situational analysis has been conducted, which led to the 2021-2024 Strategic Improvement Plan, both of which involved consultation with students and staff feedback. Through the Situational Analysis, we have identified a need to use the majority of the school's equity funding to focus on a number of key initiatives to ensure students' equitable access to the curriculum. It is at this time, Kempsey High School is becoming part of the DoE Connected Community Strategy to ensure it continues to strengthen the educational outcomes for Aboriginal students and all students. Programs such as Clontarf and the NASCA will continue to enhance the learning experiences of our Aboriginal Students, working very closely with our Dunghutti Community to ensure we exceed our targets.

There is a greater focus on building teacher capacity through our Professional Learning Team's (PLT) Instructional Leadership model, which not only imbeds a culture of research-based Reading and Numeracy strategies to improve student outcomes but will also enhance aspiring leadership opportunities through a strengthened PDP process.

There is a priority on building highly effective systems developed through strong collaboration that will underpin ongoing school improvement. A continued focus will be on further enhancing our Positive Behaviour for Learning (PBL) model across the school community, focussing on high expectations for all.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Working towards Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Working towards Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Kempsey High School is focused on a positive trajectory in student literacy and numeracy achievement. In schools that excel, students consistently succeed in meeting set learning goals on external and internal school performance measures and equity gaps are closing. We know that literacy and numeracy skills are the foundation for success in learning and in life. Literacy and numeracy are important because they support the development of higher order learning, as well as participation in everyday life. Literacy and numeracy skills underpin workforce participation, productivity and the broader economy, and can also impact on social and health outcomes. The establishment of goals within the students zone of proximal development (ZPD) ensure perpetual cycles of collaboratively enabled achievement. Goal setting is the key measure in a strategic approach concentrating on developing explicit teaching capacity. Explicit teaching practices focused on improvements to literacy and numeracy at scale will reduce the cognitive burden of students when learning new academic vocabulary and complex concepts, and flexible strategies targeting numeracy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit and Evidence based teaching for Reading and Numeracy
- Highly effective and cohesive assessment, planning and programming

Resources allocated to this strategic direction

Socio-economic background: \$286,471.50

Low level adjustment for disability: \$201,812.00

Professional learning: \$22,000.00

Summary of progress

Our focus for 2021 was on improving the quality of teaching practices and learning and support processes across the school. This involved reviewing the learning and support team referral processes, implementation of COVID ILSP and professional learning for staff in the areas of reading, numeracy and data analysis. As a result, the learning support team structure and referral mechanisms were updated and implemented, teachers used data analysis to review student progress and inform teaching practice and staff professional learning in the areas of monitoring student learning outcomes and the development of personalised learning and support plans was completed. Upon reflection, the initiatives planned were not meeting our school needs and next year our focus will be on working closely with staff to identify and support their specific professional learning and resourcing requirements in the areas of teaching and learning, which will enhance our student growth and attainment.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
System Negotiated Targets: Top 2 Bands & HSC Increase the student achieving Top Two Bands in Reading 7-9 by 3% Increase the student achieving Top Two Bands in Numeracy 7-9 by 5% Increase the student achieving HSC Course results in Top Two Bands by 4% Increase the student achieving HSC Course results in Top Three Bands by 6%	NAPLAN scores indicate increase in the percentage of students in the top two skill bands for reading by 6.67% demonstrating this target has been met. NAPLAN scores indicate an increase in the percentage of students in the top two bands for numeracy 2.74%. demonstrating progress toward the target. 0.92% of HSC students attained results in the top two bands demonstrating progress toward the lower bound target. 12.84% of HSC students attained results in the top three bands demonstrating progress toward the lower bound target.

<p>System Negotiated Targets: Growth</p> <p>Increase students achieving expected growth in Year 9 Reading by 3% from baseline.</p> <p>Increase students achieving expected growth in Year 9 Numeracy by 6% from baseline.</p>	<p>Percentage of students achieving expected growth in reading decreased by 8% leading to progress yet to be seen toward the lower bound system-negotiated target.</p> <p>Percentage of students achieving expected growth in numeracy decreased by 24% leading to progress yet to be seen toward the lower bound system-negotiated target.</p>
<p>Uplift in the proportion of Aboriginal students achieving top 3 bands in NAPLAN numeracy from the lower bound target of 5%.</p> <p>Uplift in the proportion of Aboriginal students achieving top 3 bands in NAPLAN reading from the lower bound target of 7.5%</p>	<p>3.6% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress toward the lower bound target of 5%.</p> <p>6.3% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress toward the lower bound target of 7.5%.</p>
<p>Uplift the proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity</p>	<p>The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased.</p>
<p>School Level Data</p> <p>In the Literacy Progressions sub-element of Understanding Text all teachers of English enter data once a term.</p> <p>In the Numeracy Progressions sub-elements of Additive & Multiplicative strategies, all teachers of Maths enter data once a term.</p>	<p>Delayed initiatives in Term 2 have required this work to be postponed to 2022. Professional learning has been conducted to enable this progress measure.</p>
<p>Learning Domain</p> <p>In the Element of Student Performance Measures be validated at Delivering ;</p> <p>Teaching Domain</p> <p>In the Element of Data Skills and Use: be validated at Delivering in the themes of Data Use in Teaching and Data Use in Planning.</p> <p>In the Element of Professional Standards: be validated at Delivering in the theme of Literacy and Numeracy focus;</p> <p>In the Element of Learning and Development: be validated at Delivering in the theme of Professional Learning.</p>	<p>Self-assessment against the School Excellence framework shows the element of Student Performance Measures to be Working towards Delivering.</p> <p>Self-assessment against the School Excellence framework shows the element of Data Skills and Use to be Working towards Delivering.</p> <p>Self-assessment against the School Excellence framework shows the element of Professional Standards to be Working towards Delivering.</p> <p>Self-assessment against the School Excellence framework shows the element of Learning and Development to be Delivering.</p>

Strategic Direction 2: Systems to support organisational effectiveness and collaboration

Purpose

Building highly effective systems, structures for collaboration that underpin ongoing school improvement and the professional effectiveness of all school members.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Systems to support consistency
- A highly collaborative staff

Resources allocated to this strategic direction

Socio-economic background: \$371,412.69

Aboriginal background: \$155,000.00

Professional learning: \$8,250.00

Summary of progress

Our focus for 2021 was on developing and refining systems and processes for organisational effectiveness and staff collaboration. This involved building staff capacity in the areas of student wellbeing monitoring and interventions and teaching and learning practice. In addition, there was a focus on developing leadership capacity across the school. As a result of COVID and staffing interruptions, the consistency of attendance processes was impaired, therefore contributing to the targets not being met as planned. Coaching and mentoring supported the enhancement of the 2IC and aspiring middle leaders program which provided more targeted support to enhance staff capabilities to deliver explicit teaching and learning programs and implement student wellbeing. Next year our focus will be on consolidating our established organisational process to support student learning and wellbeing and exploring evidence-based research into CESE: What works best 2.0 and other current educational experts including Paul Dix, which will continue to upskill our staff.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in students attending school more than 90% of the time by 5% or above from the baseline.	The number of students attending greater than 90% of the time or more has decreased by 4.6%. therefore this target has not yet been met. The extensive disruptions to learning due to COVID-19 and lock downs have impacted significantly on attendance patterns.
Staff to complete the TTFM & People Matter survey to set a data baseline.	Staff completed both surveys although low participant numbers have impacted the reliability of the data. This will be revisited in 2022.
In the Element of Effective Classroom Practice be validated at Delivering for the theme of Classroom management.	Self-assessment against the School Excellence framework shows the element of Effective Classroom Practice to be Working towards Delivering.
In the Element of Professional Standards be validated at Delivering for the theme of Improvement of Practice	Self-assessment against the School Excellence framework shows the element of Professional Standards to be Delivering.
In the Element of Learning and Development : be validated at Delivering for the theme of Collaborative Practice and Feedback	Self-assessment against the School Excellence framework shows the element of Learning and Development to be Working towards Delivering.
In the element of Management Practices be validated as Delivering of	Self-assessment against the School Excellence framework shows the element of Management Practices and Process to be Delivering.

Strategic Direction 3: High expectations culture

Purpose

Develop a school culture strongly focused on building high expectations and educational aspiration that supports the well-being of all students and staff to connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Wellbeing practices
- Strong sense of belonging

Resources allocated to this strategic direction

Socio-economic background: \$47,500.00

Low level adjustment for disability: \$97,000.00

Professional learning: \$5,500.00

Aboriginal background: \$5,000.00

Summary of progress

Our focus for 2021 was on establishing baseline data for student wellbeing practices including whole-school PBL, classroom management and instructional strategies. This involved professional learning for staff to enhance their capacity to engage learners in the classroom. Beginning teachers were supported with the Teacher Talk program, focusing on teacher instruction and classroom climate. Student leadership teams grew across the school including KHASA, Junior AECG, LGBTQI, Senior Leadership and SRC. As a result, positive relationships and positive teacher student relationships demonstrated growth in student surveys and whole-school PBL implementation developed with staff input. Next year our focus will be on broadening our application of PBL by strengthening connections with Aboriginal and Torres Strait Islander families and the wider community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A baseline will be established in the Tell Them From Me Wellbeing data in the areas of Advocacy, Sense of Belonging and Expectations for Success.	Tell Them From Me data indicates 50.11% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Behaviour data/decrease in suspension data by 2% from 2020 baseline. Tell Them From Me data shows a positive trajectory in the elements of Positive Relationships and Positive Teacher and Student Relationships from 2020 baseline to meet State norm.	Scout data indicates that the % of students suspended has remained unchanged. Students indicate positive trajectory in the elements of Positive Relationships (4%) and Positive Teacher and Student Relationships (0.4%) demonstrating movement toward the state norm.
In the element of Learning Culture : be working toward Delivering for the theme of High expectations and be validated at Sustaining and Growing for the themes of Transitions and continuity of learning and Attendance. In the element of Wellbeing : be working towards Sustaining and Growing for the themes of Caring for students and A planned approach to	Self-assessment against the School Excellence framework shows the element of Learning culture to be Delivering. Self-assessment against the School Excellence framework shows the element of Wellbeing to be Delivering.

wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$236,921.73</p>	<p>Integration funding support (IFS) allocations support eligible students at Kempsey High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: improved support for students with disabilities to enable equitable access to the curriculum across a range of subjects.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to employ Student Learning Support Officers and release time for teaching staff to enable differentiated programs.</p>
<p>Aboriginal background</p> <p>\$318,661.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kempsey High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systems to support consistency • Strong sense of belonging • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in: An increased number of Personalised Learning Pathways completed with support from Clontarf, NASCA and the Aboriginal Education Officer. This has resulted in greater staff awareness for the needs of all Aboriginal and Torres Strait Islander students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increase in-class support to enable greater engagement and a sense of connectedness. Working towards greater community engagement.</p>
<p>Low level adjustment for disability</p> <p>\$298,812.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kempsey High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and Evidence based teaching for Reading and Numeracy • Collaborative Wellbeing practices

<p>Low level adjustment for disability</p> <p>\$298,812.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Continuation of the Comprehensive Class model, enabling reduced class size and individualised learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Build the capacity of staff to support students as they transition into Stage 5 and beyond.</p>
<p>Location</p> <p>\$4,338.00</p>	<p>The location funding allocation is provided to Kempsey High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: Enabling teaching and non-teaching staff to participate in a wide variety of industry-based activities has allowed students to be supported in accessing post-school education and employment opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To work with the executive to ensure the equitable use of funding that targets school and system targets for improvement.</p>
<p>COVID ILSP</p> <p>\$263,924.16</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing/releasing teaching staff to support the administration of the program • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: Students being able to participate in small group tuition programs that focused on literacy and numeracy fundamentals. Due to staffing issues related to COVID, we were unable to expend all funds.</p> <p>After evaluation, the next steps to support our students with this funding will be: Exploring successful COVID ILSP models to improve the operational effectiveness of implementation to support a wider range of students. Data will be shared with classroom teachers to support differentiation of teaching and learning programs.</p>

<p>Socio-economic background</p> <p>\$824,329.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kempsey High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and Evidence based teaching for Reading and Numeracy • Systems to support consistency • A highly collaborative staff • Collaborative Wellbeing practices • Strong sense of belonging • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement targeted literacy programs to support identified students with additional needs • professional development of staff through learning support team to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Building the capacity of staff and improving school system processes to support student learning and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: To enhance the equitable access of the curriculum through quality teaching and inclusive learning environments.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	245	237	232	234
Girls	244	224	224	244

Student attendance profile

School				
Year	2018	2019	2020	2021
7	87.1	83.6	90.9	83.5
8	83	81.8	87.6	78.1
9	80.3	77.3	85.9	73.4
10	77.1	77.6	78.9	70.4
11	82.1	70.6	75.4	66
12	86.1	87.5	86.6	75.6
All Years	82.7	80.1	84.8	75.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	6	12
Employment	3	11	42
TAFE entry	3	1	18
University Entry	0	0	16
Other	1	6	6
Unknown	0	8	6

Year 12 students undertaking vocational or trade training

70.83% of Year 12 students at Kempsey High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.5% of all Year 12 students at Kempsey High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	38
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	12.78
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,832,065
Revenue	10,269,611
Appropriation	10,179,841
Sale of Goods and Services	8,281
Grants and contributions	58,927
Investment income	350
Other revenue	22,213
Expenses	-10,007,145
Employee related	-8,313,028
Operating expenses	-1,694,117
Surplus / deficit for the year	262,466
Closing Balance	2,094,531

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	237,827
Equity Total	1,442,809
Equity - Aboriginal	318,711
Equity - Socio-economic	824,330
Equity - Language	0
Equity - Disability	299,768
Base Total	6,965,946
Base - Per Capita	118,185
Base - Location	4,338
Base - Other	6,843,423
Other Total	549,369
Grand Total	9,195,951

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

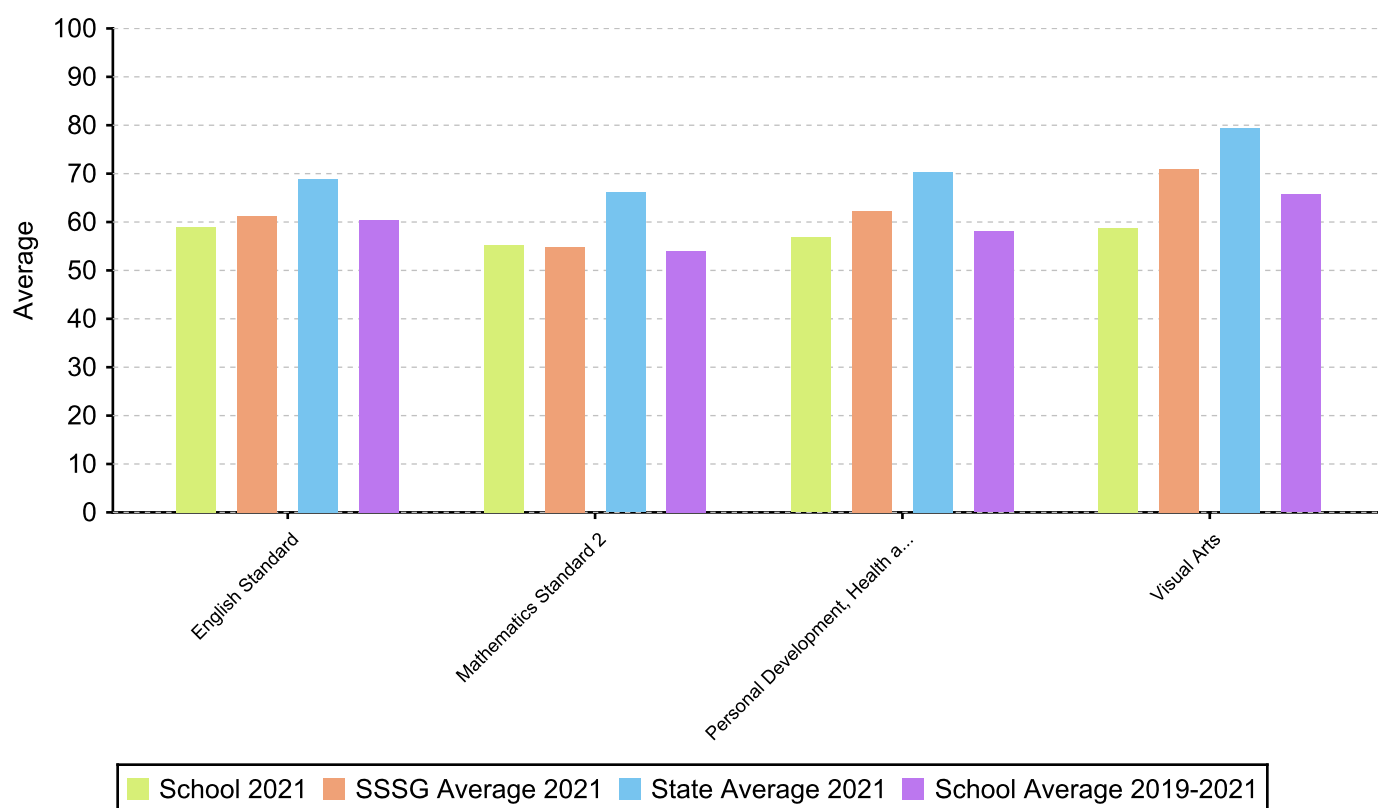
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
English Standard	58.9	61.3	68.8	60.4
Mathematics Standard 2	55.2	54.8	66.1	54.0
Personal Development, Health and Physical Education	56.8	62.3	70.3	58.0
Visual Arts	58.8	71.0	79.4	65.7

Parent/caregiver, student, teacher satisfaction

Students participated in the Tell Them From Me Survey (TTFM). This is the 9th year Kempsey High School has participated, enabling trend data. In 2021, it was our first year of completing Snapshot 1. Of the three main drivers for school satisfaction - advocacy at school, expectations of success, and a sense of belonging- the results have remained consistent. However, we are below the state average in these areas. The TTFM 2021 data saw a decrease across many areas of TTFM and as it was conducted in a year of uncertainty this data reflects the impacts felt. Through our strategic directions, we want to reconstruct that and are actively working on raising our systems of support to enable improved levels of students who are interested, motivated, and appropriately challenged.

Teachers and parents completed the respective TTFM survey. School staff also completed the People Matter survey. Due to low participant numbers in the survey, the reliability of the data was impacted. This will be revisited in 2022 by implementing and evaluating processes that enable stronger participation.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.